

# **Banks School District Student Investment Act (SIA)**

## **Convening Report/Results**

1/22/20 RS2 Education Consultants

### **Charge:**

The Banks School District convened a team staff who would focus on bringing strategies the creation of their Student Investment Account (SIA) application. Their purpose was to provide the foundation for a set of recommendations forwarded to the decision makers and drafters of the application. This report is intended to summarize the process they participated in, and summarize their input into recommendations representative of that input.

### **Team:**

The team was comprised of teachers, classified staff, parents, principals from each level, union president, and the superintendent who participated as an observer. When asked to self-identify their affiliation with the district and demographic information, they indicated the following:

Affiliation - Ten Teachers, Two Classified staff, Four Administrators, One Union President, Two Parents, and One who provided no response.

Demographic Information – Ten White, One Native American, Four female, and several who provided no response.

### **Process:**

The four-hour meeting was supported by the NWRESA, and held at Banks Elementary School. Rob Saxton of RS2 Education Consultants acted as the meeting facilitator. Jeff Leo, Superintendent of Banks School District convened the meeting.

Meeting participants sat in table groups of approximately five members per table, and began the meeting by introducing themselves to other participants. It was a lively and engaged group throughout the length of the meeting.

The initial phase of the process provided important context and information about the SSA Student Success Act/SIA prior to any decision making. Six separate and discreet SIA “component” steps were processed. In each step, information was delivered through a Power Point and discussion model, and then participants were asked to synthesize these components in writing to create their own meaning and intent. The component parts included:

1. The requirements, intent or purpose of House Bill 3427 – the SSA/SIA
2. Synthesis of the main components or recommendations of the QEC (Quality Education Commission)
3. Understanding of the BSD (Banks School District) CIP (Continual Improvement Plan), its contents, targets, evaluations, and needs assessment.
4. Synthesis of the Community Engagement Process conducted by the District. This included the method, participants, and input from the school community.

5. Synthesis of Banks Student outcomes and disaggregated data. Creation of the the story these data tell about student learning and discrepant outcomes in the BSD.
6. Understanding of the Oregon State Equity Lens and utilizing it to make decisions for the BSD.

The second phase of the meeting focused on a process designed to drive participants to recommendations about which student populations the District should focus on with their SIA efforts.

Participants reviewed their own “SIA component” thinking, wrote, shared with a partner, and discussed at their table group. They then went through a forced choice process, each ranking and choosing four student sub-groups they would recommend for specific focus.

The third phase of the process focused on driving participants to recommendations about which Longitudinal Data Targets as required by the SIA, the district should concentrate on.

Participants wrote, shared with a partner, and discussed their thinking with their table group. They then went through a forced choice process, each ranking and choosing four Longitudinal Data Targets required by the state. The possible choices are:

1. Regular attender rates
2. 3<sup>rd</sup> grade reading
3. 9<sup>th</sup> grade on-track
4. On-time graduation rate
5. Five-year completer rate
6. Other local measures identified by district

The fourth phase of the process moved to the heart of the meeting purpose - recommendations on instructional improvement, student safety/behavioral/mental health, program delivery, and systemic change delivered through the SIA.

Participants were asked to read and notate a Research Guide of best practices for delivering program to students through the four allowable uses of the SIA funds – Reducing Class Size, Well Rounded Education, Instructional Time, Health and Safety. The basis of the research guide was the work of educational researcher John Hattie. Participants were given context for Hattie’s work and his use of “effect size” for education practices. Each participant then selected one or two high level strategies and wrote about the implementation opportunities, challenges, and resourcing of the strategy.

Finally, participants discussed their strategies with a partner, and then with their table group. A recorder memorialized the best thinking of each table member, and the collective of the group. A presenter then delivered their recommendations to the entire committee. The recommendations were committed to writing and provided to the facilitator for synthesis.

The fifth and final phase of the process asked participants to identify where they are on the continuum of resource allocation. This was in reference to spending/program on “instructional purposes” or on “mental and behavioral health needs”.

## Raw Results

### Focal Student Populations:

These results are organized from highest to lowest as identified by the process, regarding the students who should receive the focus of SIA effort from the District. The list includes demographics for Banks students making up more than 1% of the student population. A vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 4 to one (1) point.

Demographic	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
Economically Disadvantaged	11	0	0	0	45
Students with Disabilities	0	3	15	1	22
Hispanic/Latino	1	4	3	1	21
All Students	0	3	5	1	20
Students of Color	0	0	0	7	7
White	0	0	2	0	4
Talented and Gifted	0	0	0	0	1

### Longitudinal Data Targets:

These results are organized from highest to lowest as identified by the process, regarding the choice for which Longitudinal Data Targets the District should focus on. Again, a vote of one equates to four (4) points, a vote of 2 to three (3) points, a vote of 3 to two (2) points, and a vote of 4 to one (1) point.

Targets	Vote of 1	Vote of 2	Vote of 3	Vote of 4	Total Score
Regular Attenders	6	4	1	1	39
3 <sup>rd</sup> Grade Reading	5	2	4	1	35
9 <sup>th</sup> Grade On-Track	1	5	6	0	31
On-Time Graduation Rate	0	0	1	10	12
8 <sup>th</sup> Grade Algebra-Ready	0	2	0	0	3
5-year completer Rate	0	0	0	0	0

### Strategies:

These recommendations are the result of the research protocol, and are listed in their entirety as stated by each participant, the table group, and reported out to the committee.

### Group 1

- Additional Specialized staffing for Struggling Readers
- Additional Specialized staffing for Bilingual Students
- Additional Specialized staffing for Special Education Students
- Reduce Class Size to create authentic student/teacher relationships
- Ongoing Professional development in Restorative Practices
- Ongoing Professional development in Building Community
- Focus on early years – Pre K to 3
- Continued, explicit academic focus on Reading and Math
- Focus on explicit soft skills in grades 6 -12 of Note Taking, Time Management, and Organization and Self-Regulation
- Counseling support in Each School with a focus on: Restorative Justice, Attendance, Authentic Connections, and Social/Emotional/Behaviors
- Ongoing professional development for any strategy chosen
- Engaging well rounded curricular options – Music and Arts
- Engaging well rounded curricular options – Culturally motivating and increasing positive self-concept

### Group 2

- Class Size Reduction targeting
  - Low income students
  - Students of color
  - High impact, research based strategies
- Professional development
- Add staff to deliver on small intervention groups for special education
- Professional Development
- RTI at elementary
- Implement evidence based strategies
- Expand High School electives
- Add transportation for increasing instructional time
- Before and after school interventions for struggling learners
- Play-based kindergarten programs
- Family Engagement
- Behavioral coaching and mentoring
- Focus on building relationships between students and teachers
- Add school counselor/behavioral specialist
- Restorative Justice

### Group 3

- Reduce class size in K-2 with a focus on literacy
- Add instructional assistants to lower intervention group sixe and provide interventions
- QEM class size in grades k-5 as a guide
- Added Pre-K programs
- After school programs

- CTE
- Professional development for staff
- Explicit Soft Skills for students – Note Taking, Time Management, and Organization and Self-Regulation
- PBIS expansion on current programs
- Add school counselors and psychologists
- Expand behavioral interventions and social emotional curricula

In an effort to bring additional clarity to these strategies, the written record provided by participant was individually read and compiled. It was important to look for consistency in regard to the recommended strategies by individuals as well as each table group.

The items below capture the entirety of the strategies suggested by individuals, with the frequency of each suggestion recorded to the left of the item. In an effort to honor what was specifically indicated, the record creates small differentiations in similar themes. More detail on the themes is provided later in the report.

- (5) Class size reduction by adding teachers
- (5) Add staff to meet students mental and behavioral health needs (councilors, school psychologists)
- (5) Increase instructional time before and after school for struggling learners
- (5) Add pre-K programs in Banks
- (4) Class size reduction by adding specialized staffing to support interventions, economically disadvantaged, and Latinx students
- (4) Expand well-rounded curricular offerings
- (3) Focus on improved attendance
- (3) Professional development opportunities
- (2) Support struggling readers
- (2) Add Instructional Assistants to target smaller intervention group sizes
- (1) Class size reduction targeting K-2
- (1) Meet mental or behavioral health needs
- (1) Add professional development in: Culture and Climate, Culturally Responsive Behaviors, Trauma Informed Care, and Restorative Practices
- (1) Utilize RTI (Response to Intervention)
- (1) Teach metacognitive skills
- (1) Teach self-regulation skills
- (1) Establish authentic student-teacher relationships
- (1) Implement and coach universal strategies for social/emotional interventions
- (1) Increase well rounded learning experiences
- (1) Explicit soft skills instruction at secondary 6-12
- (1) Add CTE programs
- (1) Add enrichment activities that are culturally motivating and improve self-concept

## **Synthesis/Recommendations:**

In order for a synthesis of this process to be as helpful as possible, a specific and focused set of recommendation should be provided. Both collected results data and meeting context need consideration for best accuracy. The following synthesis is intended to consider the entirety of the input session in the formation of recommendations.

### **Focal Student Populations –**

Even a quick review of the feedback from the participants makes it obvious there are four focal student groups recommended. The Economically Disadvantaged group received the highest number of votes. If Hispanic/Latino is combined with Students of Color, they received the second highest level of support, Students with Disabilities were third, and the “All” student category came in fourth. Support for focus on other students was either non-existent or negligible.

The Banks School District does not have a particularly diverse student population, but the combined number of students in the Hispanic/Latino and Students of Color designation total approximately 160, or 14% of the total. It is a significant number, and the disparities in their outcomes as compared to other students, demands focus and improvement.

A deeper review of student outcome data further confirms three of the four populations as having the most significant achievement disparities in the district. This includes Economically Disadvantaged, Hispanic/Latino, and Students with Disabilities. All of whom should receive additional focus through SIA funding.

### **Longitudinal Data Targets-**

The results delivered on the Longitudinal Data Targets speak for themselves. Regular Attendance received the most support as an outcome target, 3<sup>rd</sup> grade reading the second most, and, 9<sup>th</sup> grade on-track third most. The Four Year Graduation rate came in 4<sup>th</sup>, and is the only other target with enough votes to add into consideration for focus.

The compiled feedback and discussion among the table groups made it clear participants felt a number of their recommended strategies would improve attendance. These included smaller class size, added councilors, and well- rounded curricular offerings. Third Grade reading would be positively impacted by a number of the strategies as well. These included class size reduction, increased instructional time, Pre-K program addition, and support for struggling readers. Implementation of these strategies should receive strong consideration.

### **Strategies-**

1. Class size received the highest overall level of support. Five respondents just recommended the district have smaller class size. A combination of five others said reduce class size for a specialized purpose: 4 – Specialized staffing for interventions/students in poverty/Latinx, 1- Target smaller classes K-2. Class size was mentioned in a number of conversations around the room during the process as well. Across the board class size reduction is not cost effective and, unless the classes are quite small (18 to 16), do not have a strong evidence base. Smaller class sizes (16 to 18)

targeted at the younger grades, or for historically underserved populations, does have an evidence base. This strategy would improve 3<sup>rd</sup> grade reading and or focal student outcomes dependent upon where implemented. The District should strongly consider making targeted smaller classes part of their SIA application and implementation.

2. Additional specialized staffing (counselors, psychologists, community mental health partners), was next in line in terms of input (three way tie for second). This has the effect of reducing caseloads, and offering additional support across the board. The scale up of Mental Health, Social Emotional Learning, and meeting Mental or Behavioral Health needs was a key comment in the feedback. Meeting student Mental and Behavioral Health Needs is one of two stated purposes of the SIA, and this recommendation would help meet that purpose. Again, this should receive strong consideration in the Banks SIA application.
3. Increase instructional time before and after school for struggling learners actually tied with the second most support from the participants. Conversation and written input suggested this effort could help with 3<sup>rd</sup> grade reading, 9<sup>th</sup> grade on-track, high school math outcomes, and graduation rates. Increased instructional time is an acceptable use for SIA funds.
4. Also tied for the second highest level of support was the addition of pre-K programs in Banks. These programs can support two main targets – 3<sup>rd</sup> grade reading outcomes, and Executive Function/Mental and Behavioral Health. Targeting young children can have a positive long lasting downstream effect as students move through the system. Eventually culminating in 9<sup>th</sup> grade on-track and improved graduation rates.
5. The Expansion of well-rounded curricular offerings also had strong support. Four participants included this in their priority list. Other similar recommendations also received votes. These included one each for- Added CTE programs, increased Well Rounded Learning Experiences, and added Enrichment Activities that are culturally motivating/improve self-concept. The SIA states expansion of well-rounded learning as a priority, making this a strong possibility for including in Banks' application.

#### Spending/Resource Allocation Continuum:

Overall, participants recommended spending resources fairly evenly between the Academic/Instructional end of the continuum and the Mental and Behavioral Health needs end of the continuum. Four participants indicated an even split in funding. Six others slightly favored Academic/Instructional spending, while two were slightly on the Mental/Behavioral health end.

#### **Requirements:**

The Banks School District SIA application must meet a series of criteria in order to be approved by the state. They include:

- Meet SIA Law and Rule
- Consider the recommendations from the QEC (Quality Education Commission)
- Consider the District CIP (Continual Improvement Plan) and identified needs
- Take into account Input from the Community

- Consider Disaggregated Data
- Make Equity-based Decisions (Equity Lens)
- Utilize Evidence Based models

Each of the recommendations above (1-5) meet these requirements. The district could work to implement them all, but might diminish the overall effect by making any single implementation too diffuse. The first two recommendations (1 and 2) should definitely receive either full or partial implementation. The remaining recommendations are each robust, but likely will require the district to choose among them.